

**21<sup>st</sup> Century Community Learning Centers Cycle 17 RFA**  
**Application Cover Page**

Submission Deadline: November 18, 2019 4:00 ET

Check application type (Must be indicated in order for application to be reviewed.)

☐ New Applicant (\$150,000) ☒ Continuation Applicant (\$100,000) ☐ Expansion Applicant (\$100,000)

Fiscal Agent DUNS #: 082313958

Fiscal Agent SAMS CAGE Code#: 51FM4

One grant may serve a maximum of two schools. Each site must meet all RFA requirements.  
All information below, except signatures, must be typed.

School #1: Webster County High School

Physical Address: 1922 US HWY 41 A South Dixon, KY 42409

Target Grades: 9-12

School #2:

Physical Address:

Target Grades:

Fiscal Agent: Webster County Board of Education

Superintendent/Chief Executive Officer: Rhonda Callaway

Physical Address: 28 State Route 1340 Dixon, KY 42409

E-mail: Rhonda.callaway@webster.kyschools.us

Co-Applicant: Webster County Area Technology Center

Superintendent/Chief Executive Officer: Alaina Lancaster

Physical Address: 325 State Route 1340 Dixon, KY 42409

E-mail: alaina.lancaster@webster.kyschools.us

Grant Writer: Carolyn Sholar

Agency: Webster County Board of Education

Phone #: 270-639-0102

E-mail: Carolyn.sholar@webster.kyschools.us

As confirmed by the signature(s) below, I/we confirm that the attached application was reviewed and approved for implementation by authorized representatives of all agencies connected with this application, including local school board(s), school site-based council(s), and the governing board(s) of other public and private organizations. I/We further confirm: (1) the information in this application is correct and complete; (2) failure to comply with all requirements and assurances, as listed in the RFA, will negatively impact funding and/or eligibility to apply for future grant opportunities; and (3) 21<sup>st</sup> Century Community Learning Centers will operate in accordance with current federal laws and regulations and the provisions of this application as approved.



Fiscal Agent: Superintendent/Chief Executive Officer

11-11-2019

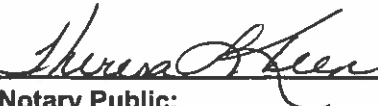
Date



Co-Applicant: Superintendent/Chief Executive Officer

11-14-19

Date



Notary Public:

11-11-19

Date



Notary Seal (My Commission Expires):

## LOGIC MODEL

### Program Goals:

1. To increase academic achievement of regularly participating students.
2. To improve non-cognitive indicators of success in regularly participating students.
3. To Increase the number of students attending the program 30 days or more during the academic year.
4. To Increase access to high quality programming.
5. To increase access to transition readiness activities for high school students.
6. To increase educational opportunities for parents and families that support academic achievement.

### Program Objectives for Goal 1:

- To decrease the # of free-reduced students scoring Novice on the ACT in Reading from 46.2% to 40% and in Math from 36.3% to 32% by May 2023.
- To decrease the # of disability students scoring Novice on the ACT in Reading from 68.8% to 60% and in Math from 33.8% to 30% by May 2023.
- To increase the EL reading proficiency score on ACCESS test from 2.97 to 4.5 by May 2023.
- To decrease # of homeless students scoring Novice on the ACT in Reading from 51.7% to 45% and in Math from 41.4% to 37% by May 2023.

### Program Objectives for Goal 2:

- To decrease the EL dropout rate from 20% in 2018 to 15% by May 2023.
- To decrease the percentage of chronic absenteeism with homeless and disability students by 5% by May 2023.
- To decrease the number of suspensions due to vaping by 10% by May 2023.
- To increase the number of leadership and team building activities by 10% by May 2023.

### Program Objectives for Goal 3:

- To increase the number of students attending the 21<sup>st</sup> CCLC program 30 days or more from 79 to 82 by May 2023.
- To increase the number of enrichment program offerings based on the student interest survey from 2 to 3 daily by May 2023.

### Program Objectives for Goal 4:

- To increase the number of students regularly attending the program 30 days or more from 79 to 82 by May 2023.
- To increase the number of enrichment program offerings based on the student interest survey from 2 to 3 daily by May 2023.
- To increase the # of families attending the program by 5 by May 2023.
- Provide Second Chance Intersessions 4 times per year for students to obtain mastery by May 2023.
- To add additional accommodations and support for disability students and staff by May 2023.

### Program Objectives for Goal 5:

- To increase the # of students who are transition ready by 10% by May 2023.
- To increase the # of EL students meeting the EL proficiency benchmarks through ACCESS testing by 5% by May 2023.

### Program Objectives for Goal 6:

- To increase overall family involvement by 10% by May 2023.
- To increase the # of families that participate in skill building activities by 10% by May 2023.

**Describe the targeted participants to be served by the program:** The program will serve all 650 students at Webster County High School in grades 9-12. The target population will be students identified as free/reduced, disability, English Learner (EL) and homeless.

**Free Reduced:** 75.5% of WCHS students receive free/reduced lunch; 46.2% scored Novice in reading and 36.3% scored Novice in math.

**Disability:** 11% of students have a learning disability; 68% of disability students scored Novice in reading and 72% scored Novice in math.

**EL:** The EL student population has grown from 19 in 2015 to 41 in 2019; EL graduation rate is 66.7% compared to 96.2% of non-EL students.

**Homeless:** The high school has 123 homeless students or 19% of student body; 51.7% scored Novice in reading and 41.4% scored Novice in math.

**Program Activities for Goal 1:**

- EL teacher will conduct ACCESS Test prep sessions weekly with EL students scoring less than a 4.5 on the test
- Special Ed teacher will conduct ACT prep session weekly with disability students scoring Novice in Reading and Math on the fall Practice ACT.
- Homework assistance and content area tutoring with certified teachers and peers.
- Math and English teachers will conduct weekly ACT Prep sessions with students scoring Novice in Reading and Math on the fall Practice ACT.
- Homeless Liaison will meet weekly with homeless students to conduct ACT Prep sessions scoring Novice in Reading and Math on the fall Practice ACT.

**Program Activities for Goal 2:**

- Enlist district Migrant/EL Advocate to meet with EL students monthly.
- To build relationships with EL families we will host EL parent/family workshops monthly in their community on a variety of topics, (e.g., state testing, Infinite Campus, course scheduling, etc.) with a translator provided.
- Collaborate with the Youth Service Center Coordinator to call the parents/guardians of chronic absentee students on a weekly basis to assist in removing barriers to student attendance and academic success.
- Collaborate with True Blue Drug Free Communities and Youth Service Center to provide team building and leadership opportunities.
- Collaborate with True Blue Drug Free Communities to provide a series of workshops on substance abuse and vaping.
- Collaborate with Youth Service Center to provide a weekly Social/Emotional Learning program.

**Program Activities for Goal 3:**

- Increase the frequency of student interest surveys.
- Have a student/family Recruitment Night after the first week of school.
- Have 3 daily enrichment activities based on student surveys.

**Program Activities for Goal 4:**

- Increase the frequency of student interest surveys.
- Have a student/family Recruitment Night after the first week of school
- To add another high interest enrichment program offering to our current program offerings (e.g., Introduction to Welding, Computer Aided Drafting, Health Sciences) through collaboration with the teach school who is our co-applicant.
- Provide specific activities (e.g., tax prep, financial planning, college planning/FAFSA night, vaping workshop, job interview skills workshop, English classes for EL parents) based on parent interest survey.
- Provide four weekend (Friday night and Saturday) Second Chance Intersessions throughout the year for students to meet benchmarks and/or obtain mastery of standards.

**Program Activities for Goal 5:**

- Teachers will utilize ACT Prep for practice sessions for student mastery of standards
- Teachers will conduct mock ACT/PSAT test sessions for practice
- EL teacher will conduct ACCESS Test prep sessions weekly with students scoring less than a 4.5 on the test.

**Program Activities for Goal 6:**

- To host at least 6 family skill building workshops annually (e.g., tax prep college planning, vaping workshops, financial planning, English class for EL parents, etc.) and a minimum of 3 family engagement activities (e.g., student/family Recruitment night, student showcase)
- Collaborate with community partners to provide incentives (e.g., gifts cards, season passes) for attendance.
- To build relationships with EL families we will host EL parent/family workshops monthly in their community on a variety of topics, (e.g., state testing, Infinite Campus, course scheduling, etc.) with a translator provided.

**Resources to Address Objectives:** **Goal 1:** Access Test, ACT Prep, certified teachers, peer tutors, EL instructor; **Goal 2:** Migrant Advocate, True Blue DFC Coordinator, FRYSC Coordinator, Teen Challenge; **Goal 3:** Interest surveys, Student Advisory Council, FRYSC Coordinator; **Goal 4:** Co-Applicant, interest surveys, local bank; guidance counselor; **Goal 5:** ACT Prep, EL instructor, ACCESS test, community college; **Goal 6:** Extension Office, Co-applicant, parent surveys, partners

**Data Sources:** **Goal 1:** ACCESS Test for EL students, ACT, KPREP; **Goal 2:** Infinite Campus; True Blue DFC data; **Goal 3:** interest surveys results; CAYEN data; **Goal 4:** student interest surveys, CAYEN data; **Goal 5:** ACT, ACCESS test; **Goal 6:** Interest survey results, sign in sheets, Infinite Campus

**Program Outcomes for Goal 1:**

- The # of free-reduced students scoring Novice on the ACT in Reading will be decreased from 46.2% to 40% and in Math from 36.3% to 32% by May 2023.
- The # of disability students scoring Novice on the ACT in Reading will be decreased from 68.8% to 60% and in Math from 33.8% to 30% by May 2023.
- The EL reading proficiency score on ACCESS test will increase from 2.97 to 4.5 by May 2023.
- The # of homeless students scoring Novice on the ACT will decrease in Reading from 51.7% to 45% and in Math from 41.4% to 37% by May 2023.

**Program Outcomes for Goal 2:**

- The EL dropout rate will decrease from 20% in 2018 to 15% by May 2023.
- The percentage of chronic absenteeism with homeless and disability students will decrease by 5% by May 2023.
- The number of suspensions due to disruption and vaping will decrease by 10% by May 2023
- The number of leadership and team building activities will increase by 10% by May 2023

**Program Outcomes for Goal 3:**

- The number of students attending the program 30 days or more will increase from 79 to 82 by May 2023.
- The number of enrichment program offerings based on the student interest survey will increase from 2 to 3 daily by May 2023.

**Program Outcomes for Goal 4:**

- The number of students attending the program 30 days or more will increase from 79 to 82 by May 2023.
- The number of enrichment program offerings based on the student interest survey will increase from 2 to 3 daily by May 2023.
- The # of families attending the program will increase by 5 by May 2023.

**Program Objectives for Goal 5:**

- The # of students who are transition ready will increase by 10% by May 2023.
- The # of EL students meeting the EL proficiency benchmarks through ACCESS testing will increase by 5% by May 2023.

**Program Objectives for Goal 6:**

- Overall family involvement will increase by 10% by May 2023.
- The # of families that participate in skill building activities will increase by 10% by May 2023.

## **Part I: Needs Assessment**

**1.1 Needs Assessment Process:** Webster County High School, the sole high school in our county, was awarded a 21<sup>st</sup> Century Community Learning Center (CCLC) grant in 2015. The Capstone Learning Center provides the only opportunities available in the county for before and after school academic and enrichment activities. The high school serves 650 students in grades 9-12 of which 75.5% qualify for free/reduced lunch (School and Community Nutrition, 2019). Our small, rural county of 13,111 (United States Census Bureau, 2018), does not have cultural opportunities (e.g., museum, concert venues, plays) or other forms of entertainment (e.g., movie theater, mall, bowling alley). Outside of church and school sports activities, our students do not have access to organized, engaging enrichment activities. The WCHS 21<sup>st</sup> CCLC is the only connection that many of our students have to after school activities in a nurturing environment. Most of the students who attend the program belong to student populations who are in need of academic assistance.

Data obtained for the program's original 2015 grant included Reading and Math 2013-14 Disability Student Proficiency scores. This data was the determining factor for our school's 2013-14 "Focus School" status as determined by the Kentucky Department of Education (KDE). To improve reading and math proficiency scores for students with disabilities has been a goal of our current 21<sup>st</sup> CCLC. As indicated in the chart below, there were 0% of disability students scoring proficient in Reading and only 11.1% proficient in Math on the 2013-14 KPREP assessment. Proficiency scores for Disability Student Reading on the 2018-19 KPREP improved to 12.5%, but Math scores have not improved with only 5.6% scoring proficient (School Report Card, 2014,2018).

**KPREP Data Chart Indicating Proficiency in Reading and Math for Disability Students (Kentucky Department of Education School Report Card, 2019).**

Subject	2013-14	2018-19
Reading	0%	12.5%
Math	11.1%	5.6%

Our school's increase in free/reduced students (52% in 2015 to 75.55% in 2018), growing population of English Learners (EL) (19 in 2015 to 41 in 2019) and homeless students (5% in 2017-18 to 19% in 2018-19) presents additional challenges that we plan to address with a continuation grant (Infinite Campus 2019, School Report Card, 2018). The high school was designated by KDE as a Targeted Support for Improvement (TSI) school in 2017-18 due to EL Transition Readiness (39.1% EL students compared to 77.7% non-EL) and Graduation Rate (59.9% EL to 87.4% non-EL students) (School Report Card, 2018). We plan to provide support for EL students to increase transition readiness and graduation rate.

During the 2018-19 school year, there were 251 suspensions for fighting, disruption, and defiance. Additionally, our high school has seen a significant increase in the amount of suspensions of all students (10 in 2017-18 to 37 in 2018-19) due to the use of vaping products (Infinite Campus behavior data, 2018).

The needs assessment process included a review of Kentucky Department of Education (KDE) Accountability Summary Spreadsheet and School Report Card data for the past four years as well as current student academic and non-academic data. We collected input via a needs assessment survey from a variety of stakeholders including students, parents, teachers, and administrators. Additional input was collected from community and business leaders through a series of town hall style events (e.g., Council of

Councils, Supt2Community). Continuing to provide after school programming is vital to the social and emotional needs and academic success of students at WCHS.

**1.2 Stakeholder Involvement:** Students (2), parents (2), administrators (2), teachers (2), partners (3), and community members (3) are represented on our 21st CCLC Advisory Council. Students, parents, and administrators provide input via needs assessment surveys. Input/feedback is also collected from community members through town hall style events (e.g. Supt2Community, Council of Councils). The Site Coordinator obtains input from the high school's principal, assistant principal, instructional coach, students and teachers regarding needs for the after-school program. Community partners provide enrichment activities and financial support. Program teachers and the Site Coordinator collaborate with classroom teachers to provide plans for student tutoring and remediation. Parents participate in family engagement and skill building activities, volunteer on special projects, and attend the end of the year banquet.

**1.3 Lack of Resources:** Many of our students state they like our after-school program because it is the only place where they can get a hot meal, positive interaction with caring adults, tutoring, homework help and enrichment activities after school. In our county only 61% of residents have Internet in their homes compared to 72.9% in the state (KY Center for Statistics, 2018). The 21st CCLC provides the only extended learning and enrichment after school activities in the county. Our county is small and rural with limited industry, businesses, and community agencies. The mining industry has been a major employer and supporter of education in our county. The recent closing of the county's last operational mine will most likely have a negative impact on the school system in terms of tax revenue, coal severance funds, and sustainability partnership opportunities. The continuation of our 21st CCLC will allow us to maintain the program's current level of operation.

#### **1.4 and 1.5 Multiple Data Sources to Support Needs Using APA Style and**

**Compared to State Data:** Lack of resources, adult educational attainment and crippling poverty stand as primary debilitating factors to student success. Twenty-three percent of our residents do not have a high school diploma compared to 15% in KY and only 8.5% of county residents have a Bachelor's degree or above compared to 23% in KY (United States Census Bureau, 2013 and Town Charts, 2017). After school programming offers academic opportunities and access to multiple enrichment activities that students would not be afforded otherwise due to financial hardship. Our county population is 12,345 with 21.4% living in poverty compared to 18.3% for the state (Poverty in America, 2018). The median family income is \$38,500 compared to \$61,593 for the state (Kentucky Household Income, 2018). As a result, children in our county living in food insecure households has grown to 21% compared to 19.2% in the state (KY Center for Statistics, 2018). Our high school has 75.55% free/reduced rate (School and Community Nutrition, 2019). Further, our high school student homeless population rate has grown at an alarming rate from 5% in 2017-18 to 19% in 2018-19 making it one of the largest at-risk populations in the school (School Report Card, 2018-19). Additionally, our community has a growing Hispanic/Latino population. One of four feeder elementary schools is 51% Hispanic (Infinite Campus, 2019). High school English Learners (EL) have grown from 19 in 2015 to 41 in 2019 (Infinite Campus, 2019). The high school's Hispanic/Latino 2019 graduation rate was 66.7% compared to 96.2% for white students. Dropout rate for EL students is 20% compared to 2.6% for all students (School Report Card, 2019). The English Language Proficiency Test (ACCESS 2.0) gauges the speaking, reading, writing and listening skills of EL students. This test has a literacy score range from 1 to 6, low to high. Students must make a score of 4.5 to be considered English literate. Our school's EL students have an average literacy score of 2.97 which is 1.53 points below English literacy.



**1.6 Target Population:** Our target population will be high school EL students, students with disabilities, free/reduced students, homeless students, and their families.

Target Population	Identified Need
<b>English Learner Students</b>	<ul style="list-style-type: none"> <li>*EL population growth from 19 in 2015 to 41 in 2019</li> <li>*WCHS was a TSI School for EL Transition Rate and Graduation Rate in 2017-2018</li> <li>*Dropout rate 20% compared to 2.6% Non-ESL in 2018-2019</li> <li>*Graduation Rate 66.7% compared to Non-EL 96.2% in 2018-2019</li> <li>*Average literacy score from EL Proficiency Test is 2.97 out of 6</li> </ul>
<b>Disability Students</b>	<ul style="list-style-type: none"> <li>*11% students</li> <li>*68.8% of students with IEP were Novice in Reading compared to 33.8% non-IEP students on 2018 ACT</li> <li>*72% of students with IEP were Novice in Math compared to 23.8% non-IEP on 2018 ACT</li> </ul>
<b>Free/Reduced Students</b>	<ul style="list-style-type: none"> <li>*75.5% students on free/reduced lunch</li> <li>*21% live in food insecure households</li> <li>*46.2% Novice in Reading on 2018 ACT</li> <li>*36.3% Novice in Math on 2018 ACT</li> </ul>
<b>Parents/Families</b>	<ul style="list-style-type: none"> <li>*23% do not have a high school diploma or GED</li> <li>*8.5% have a Bachelor's degree or higher</li> <li>*21.4% live in poverty</li> </ul>
<b>Homeless Students</b>	<ul style="list-style-type: none"> <li>*123 identified homeless students in 2018-19</li> <li>*51.7% were Novice in Reading on 2018-19 ACT</li> <li>*41.4% were Novice in Math on 2018-19 ACT</li> </ul>

## **Part II Quality of Plan--Academic Requirements**

**2.1 Minimum of two certified teachers 16 hours per week:** The after-school program will continue to employ a minimum of two certified teachers (one for Math and one for English) daily as well as one EL instructional assistant. The teachers meet the 16 hour per week minimum requirement. A Math and English teacher work on Mondays and Wednesdays from 3:00-5:00 and Science and Social Studies teachers are available on Tuesdays and Thursdays from 3:00-5:00. Additionally, a Special Education teacher will be available for consultation with staff and/or to provide assistance to disability students who need extra help one day per week.

**2.2 K-3 Reading Intervention N/A**

**2.3 Evidence and/or Research-Based Activities:** Academic after school program activities include individual and small group tutoring and homework help using both teacher-led and online curricula. Individual and small group tutoring will be offered in core content areas based on classroom teacher lesson plans as well as KY Academic Standards. The research-based online curricula include IXL for Math; ACT Prep; Edgenuity for credit recovery and practice; and NewsELA for English, Math, Social Studies, Science. "Thirty-two percent of schools using two IXL subjects improved their school performance grades on state exams, compared to 18% of non-IXL schools" (IXL, 2019). "Enrollment in online ACT prep had a statistically positive effect on ACT scores for retested students. The increase was greatest for low income students" (Can Using ACT Online Prep Improve Score Gains, 2018). "After implementing Edgenuity courses for two years, graduation rates increased from 76% to 88%." (Case Study Utah Online, 2014). "Active use of NewsELA results in improved student outcomes on the reading portion of the state test compared to a matched sample of non-users" (Team, N., 2018). Enrichment activities will be connected to a variety of content areas based on engaging best practice extended learning opportunities. Non-cognitive research-based activities include leadership and team building. "Team building activities for students establish a community atmosphere for the classroom, teach intrapersonal skills organically, set expectations of respect and shared learning, allow for academic learning and review in a more engaging manner" (Gal,V. n.d.). Research shows Social Emotional Learning (SEL) provides major benefits in schools. "A meta-analysis of 213 studies found that SEL not only increased test scores by 11 percentile points, but it also reduced aggression and emotional distress among students, increased helping behaviors, and improved positive attitudes toward self and others." (Terada, 2015). The 21<sup>st</sup> CCLS weekly Social and Emotional Learning program will help students with their self-

awareness, social awareness, relationship skills, self-management and responsible decision-making.

Parent and family school engagement activities are important in the success of the student. The program will include six family skill building activities annually as well as a minimum of three family engagement opportunities. "Frequent teacher–family communication immediately increased student engagement as measured by homework completion rates, on-task behavior, and class participation (The Effect of Teacher–Family Communication on Student Engagement, 2013).

**2.4 Activities for Low-Performing Students:** Students identified as free-reduced, EL, students with disabilities, and homeless students will receive homework help and remediation tutoring based on classroom mastery of standards. Curriculum for low performing students is ACT Prep, IXL for math, reading, science and social studies practice, and Edgenuity for all content classes. The ACT Prep program (which includes MasteryPrep and March2Success) provides both face-to-face and online ACT test preparation. Students who did not meet benchmarks on the ACT practice test in the fall are invited to participate in the ACT Prep Guided Study Sessions to prepare for the spring ACT test. IXL offers adaptive diagnostic and personalized skill recommendations based on what each student has been practicing, so they can grow from where they are (IXL website, 2019). Edgenuity helps teachers pinpoint specific learning gaps and provide a targeted, data-driven instructional pathway to help students stay on track. Activities to improve transition readiness include monthly soft skills workshops conducted by our district's two community college partners. Low performing students have an opportunity for credit recovery in the after-school program, as well as in the summer program and four weekend Second Chance Intersessions (one each grading period). The Intersessions provide an opportunity for students to make up missing assignments, retake assessments and receive remedial help from teachers. Students

who are not maintaining a C or better average will meet daily with a peer mentor/tutor for a 30- minute guided study session. Additionally, high interest enrichment activities (e.g., Art club, STEM, cooking, photography) are offered. These activities are chosen through student interest surveys and are used as recruitment tools to get students interested in attending the academic program.

**2.5 Offerings Connected to KY Academic Standards:** The 21<sup>st</sup> CCLC correlates with the KY Academic Standards in math and language arts as well as Kentucky's Five Star Accountability Model. Academic tutoring is based on the needs of students who are deficient in mastery of core KY Academic Standards as determined by state and classroom formative assessments in all content areas (with a special emphasis on math and reading). All academic offerings are research based as explained in (see Section 2.3), connected to KY Academic Standards, and personalized to meet the needs of individual students. Daily core content study groups are led by a content teacher (e.g., Math study group on Monday, Social Studies on Tuesday, Science on Wednesday, English on Thursday). Each high school student is given a Chromebook to be used for in school and out of school work. Each grade level at the high school has a Google Classroom account which students can access online. This provides a platform for students to do their classwork and homework. There is a spreadsheet link for teachers to house their student tracking sheets/checklists for each class. Program teachers and students use this link to access student tracking sheets to determine the content standards that students need help with during the after-school program. Students who are not meeting standards may be assigned IXL, Edgenuity, NewsELA, or ACT Prep to help them address content standards and work toward proficiency. Further, students are given several assessments designed to determine KY core content mastery, including mock ACT and PSAT assessments as well as teacher designed benchmark assessments. The assessment results provide specific data for which standards

students have not mastered. Those standards are the focus of individualized instruction in the after-school program.

Enrichment activities include soft skills e.g., resume writing, job interviews) and multiple STEAM opportunities primarily in the areas of robotics and arts. Robotics includes exploratory and investigative techniques that are specifically discussed in the Next Generation Science Standards (NGSS). The art offerings are aligned with the Advanced Placement Art courses currently taught at the high school and available to all of the after-school program attendees.

**2.6 Program Embedded in School Improvement Plan:** School improvement efforts focus on student needs through a collaborative process involving all stakeholders to address identified needs, and to close achievement gaps between student subgroups. The Site Coordinator is included in the high school's improvement planning process. The Coordinator provides input on program goals and activities that align with the school improvement plan, specifically in the areas of reading and math and enrichment activities. The current Comprehensive School Improvement Plan (Goal 1) targets reading and math proficiency and (Goal 3) targets EL transition readiness. Both align with the after-school program's objectives and activities.

**2.7, 2.8, and 2.9 Six goals with SMART objectives connected to identified needs: (see chart below):**

***Goal 1: To increase academic achievement of regularly participating students:***

Need	Objective
Low EL student reading proficiency on ACCESS 2.0 Test.	To increase the EL reading proficiency score on ACCESS test from 2.97 to 4.5 by May 2023.
High Novice scores in Reading and Math for disability students on ACT.	To decrease the # of disability students scoring Novice on the ACT in Reading from 68.8% to 60% and Novice in Math from 33.8% to 30% by May 2023.
High Novice scores in Reading and Math for free-reduced students on ACT.	To decrease the # of free-reduced students scoring Novice on the ACT in Reading from 46.2% to 40% and Novice in Math from 36.3% to 32% by May 2023.

High Novice scores in Reading and Math for homeless students on ACT.	To decrease # of homeless students scoring Novice on the ACT in Reading from 51.7% to 45% and Novice in Math from 41.4% to 37% by May 2023.
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**Goal 2: To improve non-cognitive indicators of success in regularly participating students:**

Need	Objective
High dropout rate for EL students.	To decrease the EL dropout rate from 20% in 2018 to 15% by May 2023.
Chronic absenteeism for homeless students and students with disabilities.	To decrease the percentage of chronic absenteeism in the homeless and disability student population by 5% by May 2023.
Increase in suspensions for disruption and use of vaping products.	To decrease the number of suspensions due to disruption and vaping by 10% by May 2023.
Leadership and team building opportunities.	To increase the number of leadership and team building activities by 10% by May 2023.

**Goal 3: To increase the number of students attending the program 30 days or more during the academic year:**

Need	Objective
Stronger recruitment strategies for students.	To increase the # of students attending the program 30 days or more from 79 to 82 by May 2023.
To offer a variety of high interest enrichment activities based on student surveys.	To increase the number of enrichment program offerings based on the student interest survey from 2 to 3 daily by May 2023.

Our current after school program has been successful for the past four years in meeting and exceeding its goal of having 50 regular attendees for 30 days or more. According to CAYEN attendance data, Year 1 in 2015-16 had 50 regular students, and by Year 4 in 2018-19 the program had 79 regular attendees.

**Goal 4: To increase access to high quality programming:**

Need	Objective
4.a. Increase access to high quality programming.	To increase the number of students attending the program 30 days or more from 79 to 82 by May 2023.
4.b. Increase # of high interest enrichment activities.	To increase the number of enrichment program offerings based on the student interest survey from 2 to 3 daily by May 2023.
4.c. Increase # of families participating in activities.	To increase the # of families attending the program by 5 by May 2023.

4.d Failure to meet benchmarks and/or mastery of standards.	To provide Second Chance Intersessions 4 times per year for students to obtain mastery by May 2023.
4.e After school support for disability students.	To add additional accommodations and support for disability students by May 2023.

**Goal 5: To increase access to transition readiness activities for high school students:**

Need	Objective
Increase overall number of students who are transition ready.	To increase the # of students who are transition ready by 10% by May 2023.
0% of EL students met the proficiency standards in the transition readiness component.	To increase the # of EL students meeting the EL proficiency benchmarks through ACCESS testing by 5% by May 2023.

**Goal 6. To increase educational opportunities for parents and families that support academic achievement:**

Need	Objective
To create partnerships for learning with families.	To increase family involvement by 10% by May 2023.
Provide skill building opportunities for families.	To increase the # of families that participate in skill building activities by 10% by May 2023.

The 21st CCLC provides six skill building activities per year for families. Based on a recent family survey, there is a need for tax prep/financial planning, FAFSA/college planning, information on vaping and how to navigate Google Classroom and Infinite Campus. Family skill building activities will be scheduled at times and locations that are convenient for families to attend. We will partner with local churches to assist with family transportation to activities. Family engagement activities (e.g., student/family recruitment night, end of year banquet, student showcase) will be held quarterly.

**2.10 How activities are connected to goals and objectives:**

<b>Goal 1: To increase academic achievement of regularly participating students:</b>	
Objectives	Activities
1.a To increase the EL reading proficiency score on ACCESS test from 2.97 to 4.5 by May 2023.	1.An EL teacher will conduct ACCESS Test prep sessions weekly with students scoring less than a 4.5 on the ACCESS test.



1.b To decrease the number of disability students scoring Novice on the ACT in Reading from 68.8% to 60% and in Math from 33.8 to 30% by May 2023.	1.b.1 A Special Ed teacher will conduct ACT prep sessions weekly with disability students scoring Novice in Reading and Math on the fall Practice ACT. 1.b.2 Certified teachers and peer tutors will provide homework assistance and content area tutoring.
1.c To decrease the percentage of free-reduced students scoring Novice on ACT in Reading from 46.2% to 40% and Math from 36.3% to 32% by May 2023.	1.c Math and English teacher will conduct weekly ACT Prep sessions with students scoring Novice in Reading and Math on the fall Practice ACT.
1.d To decrease the percentage of homeless students scoring Novice on the ACT in Reading from 51.7% to 45% and in Math from 41.4% to 37% by May 2023.	1.d The district Homeless Liaison will meet weekly with homeless students to conduct ACT prep sessions scoring Novice in Reading and Math on the fall Practice ACT.

**Goal 2: To improve non-cognitive indicators of success in regularly participating students:**

Objectives	Activities
2.a To decrease the EL student dropout rate from 20% in 2018 to 15% by May 2023.	2.a.1 District Migrant/EL Advocate will meet with EL students monthly to assist in removing barriers. 2.a.2 To build relationships with EL families we will host EL parent/family workshops monthly in their community on a variety of topics, (e.g., state testing, Infinite Campus, course scheduling, etc.) with translator provided.
2.b To decrease the percentage of chronic absences in homeless and disability student populations by 5% by May 2023.	2.b. Site Coordinator will collaborate with the Youth Service Center Coordinator to call the parents and guardians of chronic absentee students on a weekly basis to assist with removing barriers that might prevent their child from attending school regularly.
2.c To decrease the # of suspensions due to disruption and vaping by 10% by May 2023.	2.c.1 Collaborate with True Blue Drug Free Communities Coordinator to provide a series of workshops for students on the dangers of vaping an substance abuse. 2.c.2 Collaborate with Teen Challenge to have them provide testimonials on the dangers of drug and alcohol/vaping abuse. 2.c.3 Collaborate with the Youth Service Coordinator to provide a weekly Social/Emotional Learning (SEL) program.
2.d.1 To increase the # of leadership and team building activities by 10% by May 2023.	2.d.1 Collaborate with the True Blue Drug Free Communities Coordinator and the Youth Service Center Coordinator to provide team building and leadership opportunities.



**Goal 3: To increase the number of students attending the program 30 days or more during the academic year:**

Objectives	Activities
3.a To increase the # of students attending the program 30 days or more from 79 to 82 by May 2023.	3.a.1 Increase the frequency of student interest surveys. 3 a.2 Have a Student/Family Recruitment Night after the first week of school.
3.b To increase the number of enrichment program offerings based on the student interest survey from 2 to 3 daily by May 2023.	3.b.1 Increase the frequency of student interest surveys 3.b.2 Have 3 daily enrichment activities based on student surveys.

**Goal 4: To increase access to high quality programming:**

Objectives	Activities
4.a To increase the # of students attending the program 30 days or more from 79 to 82 by May 2023.	4.a.1 Increase the frequency of student interest surveys 4.a.2 Have a student/family Recruitment Night after the first week of school
4.b To increase number of enrichment program offerings based on student interest surveys from 2 to 3 daily by May 2023.	4.b To add another high interest enrichment program offering to our current program offerings (e.g., Introduction to Welding, Computer Aided Drafting, Health Sciences) through collaboration with the Tech School who is our co-applicant.
4.c To add additional accommodation and support for disability students by May 2023.	4.c Schedule will provide at least one special education teacher one day per week to meet with students who need extra help
4.d To increase the # of families attending the program by 5 by May 2023.	4.d. Provide activities (e.g., tax prep, financial planning, college planning/FAFSA night, vaping workshop, job interview skills workshop, English classes for EL parents) based on parent interest surveys.
4.e. To provide Second Chance Intersessions 4 times per year for students to meet benchmarks and/or mastery of standards by May 2023.	4.e. Provide four weekend (Friday night and Saturday) Second Chance Intersessions throughout the year for students to meet benchmarks and/or obtain mastery of standards.

**Goal 5: To increase access to transition readiness activities for high school students:**

Objectives	Activities
5.a To increase the # of students who are transition ready by 10% by May 2023.	5.a.1 Teachers will utilize ACT Prep for practice sessions for student mastery of standards 5.a.2 Teachers will conduct mock ACT/PSAT test sessions for practice

5.b To increase # of EL students meeting EL English literacy benchmarks through ACCESS testing by 5% by May 2023.	5.b.1 EL teacher will conduct ACCESS Test prep sessions weekly with EL students scoring less than a 4.5 on the test.
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<b>Goal 6: To increase educational opportunities for parents and families that support academic achievement:</b>	
<b>Objectives</b>	<b>Activities</b>
6.a To increase the # of families that participate in skill building activities by 10% by May 2023.	6.a.1 To host at least 6 family skill building workshops (e.g., tax prep, college planning, vaping workshops, financial planning, English class for EL parents, etc.) annually. 6.a.2 Collaborate with community partners to provide incentives (e.g., gift cards, season sports passes, etc.) for attendance. 6.a.3 Partner with local churches to provide transportation to family skill building activities.
6.b To increase family involvement by 10% by May 2023.	6.b.1 To build relationships with EL families, we will host EL parent/family workshops monthly in their community on a variety of topics, (e.g., state testing, Infinite Campus, course scheduling, etc.) with translator provided. 6.b.2 Collaborate with community partners to provide incentives (e.g., gift cards, season sports passes) for attendance.

**2.11 Activities are evidence or research based:** Guidance was given during the technical assistance session to refer the reader to section (See 2.3) for this response.

**2.12 Opportunities for STEM/STEAM activities:** Our Webster County Area

Technology Center, which is our co-applicant, is located on the high school's campus. The Tech School is committed to providing regular STEM activities to include robotics, engineering and other technological projects. Further, members of the Science Department will conduct a variety of high interest, exploratory activities and experiments aligned with NGSS Science curriculum. The school's Art teacher sponsors the weekly Art Club on Mondays from 4:00-5:00. Students are exposed to a variety of Art mediums: drawing, painting, sketching, digital, 3D, and visual.

**2.13 Transition Readiness:** Two of the primary goals of the continuation grant are specifically designed to increase transition readiness: to increase transition readiness for all students and to increase the number of EL students meeting benchmarks on the

ACCESS English proficiency test. The majority of the goals, objectives and activities that are included in this proposal are aligned to transition readiness goals. There are multiple examples of activities related to college readiness to include ACT Prep, FAFSA workshops, and college application assistance. The focus, however, is not just on college but rather successful transition to the next stage of adulthood, which should include some type of post-secondary training. Our program focuses on 21st Century skills (e.g., resume writing, job interviews, critical thinking, collaboration) and includes multiple avenues to stay on track academically. This includes homework help and tutoring, four weekend Second Chance Intersessions, and two weeks of Summer Blitz. These activities are designed for certified teachers to remediate standards and skills that students have not mastered, make up missing assignments and engage in enrichment activities. Further, the program will continue to partner with the Tech School to provide opportunities and experiences in STEM activities. The program also exposes students to careers through clubs such as cooking, photography, and art. Local professionals and community partners provide post-secondary information and presentations as well as hands-on experiences and insight into the professions.

#### **2.14 Weekly Program Schedule:**

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>7:00-8:00 AM</b>	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring
<b>3:00-3:15 PM</b>	Snack/Check In/Conference with Teachers	Snack/Check In/Conference with Teachers	Snack/Check In/Conference with Teachers	Snack/Check In/Conference with Teachers	
<b>3:15-4:10 PM</b>	Tutoring/home work help or guided study group with content teacher	Tutoring/homework help or guided study group with content teacher	Tutoring/homework help or guided study group with content teacher	Tutoring/home work help or guided study group with content teacher	
<b>3:15-3:45 PM</b>	Peer guided study groups	Peer guided study groups	Peer guided study groups	Peer guided study groups	
<b>4:10-5:00 PM</b>	*Art Club *Intramural	*STEM Club *SEL Program	*Cooking Club *Intramural	*Photography Club	

	Sports		Sports	*Team Building	
<b>5:00 PM</b>	Dismissal	Dismissal	Dismissal	Dismissal	

**2.15 Six meaningful skill building activities for parents:** Based on parent survey input, the following family skill building activities will be offered: English class for EL families (led by an EL instructor) tax prep/financial planning workshop; Google Classroom/Infinite Campus workshop; FAFSA workshop for college financial aid; vaping/substance abuse informational workshop; and an Internet safety workshop.

**2.16 Target population to be recruited:** All high school students are welcomed and encouraged to attend. The target population will be students who are not on track to graduate or who are not meeting benchmarks, and those students who are identified as free/reduced, EL, homeless, and disability. As stated in our **Goals and Objectives (2.7-2.9)**, our EL students have low English proficiency, a high dropout rate, and a low transition readiness rate. Our school also has high numbers of disability, free-reduced, and homeless students scoring Novice in Reading and Math.

**2.17 Three intentional recruitment strategies.** The Site Coordinator will promote the 21<sup>st</sup> CCLC in various ways (e.g., student/family recruitment night, social media sites, program informational fliers mailed to homes of students, fliers sent to local businesses). Additionally, the Coordinator visits all grade level English classes the first week of school to inform students of the program and survey them on enrichment activities, college/career exploration, and subject matter they would like to see offered. The Site Coordinator meets individually with students who have not met benchmarks and calls parents/guardians of students who failed a core content class and are not on track to graduate. EL and Special Education teachers refer students who are in need of additional help with their content areas. The school's administrative team and

attendance secretary refer students with behavioral issues and chronic absenteeism to the program. A student referral form is available to all staff and is on our school's blog.

**2.18 Three intentional retention strategies.** Offering high interest enrichment activities is an important retention strategy. Student interest surveys are given at the end of each nine-week grading period to ensure enrichment offerings are meeting the needs of the students. Program offerings are adjusted based on student input. Regular attendees and their parents are invited to an end of the year banquet and will receive a t-shirt purchased by a Chamber of Commerce partner. Examples of other retention incentives include teachers who may offer students bonus points and may allow notes to be used on quarterly tests for students who attend the program once a week. Stakeholder involvement and keeping the program relevant to meet the needs and desires of the students is key in program retention.

**2.19 Clear communication plan for program and school day staff:** It is essential for classroom teachers and the Coordinator to have positive, ongoing communication. The Site Coordinator meets weekly with the program staff to monitor student progress and ensure program activities and student needs are aligned. Progress reports, assessment data, and report cards are reviewed as part of the monitoring process. The Site Coordinator also participates in Teacher2Teacher (T2T) professional learning sessions weekly to gain direct knowledge of classroom student learning experiences. All student data, including a student mastery checklist, is on a master data spreadsheet located on a Google classroom link so teachers and students can access it in the after-school program.

**2.20 Preferred methods of communication with school day staff, and school administration.** The Site Coordinator's preferred methods of communication include Email, face-to-face, Teacher Blog, Google Classroom for teachers, attendance at weekly Teacher to Teacher (T2T) meetings and faculty meetings. The Coordinator also

regularly consults with classroom teachers during their planning periods. The Coordinator also attends bi-monthly school administration meetings.

**2.21 How program aligns with school day curriculum:** Activities are aligned with curriculum bundles based on KY Academic Standards that guide instruction throughout the school year. After school teachers check students' Google Classroom to see standards that have not been met which guide the students' work in the after-school program. The Site Coordinator and program teachers have access to the classroom Teacher Blog which is a "real time" platform for entering missing assignments and standards the students should be working on in the after-school program.

**2.22 Program staff school and district PD:** All program staff are required to attend high school and district professional development. The school year begins with PD opportunities that are designed to align curriculum bundles and map content delivery for the school year. Further opportunities are provided throughout the school year through embedded district professional learning days and weekly T2Ts. The 21st CCLC staff will also attend ACT Prep training as well as Ruby Payne Emotional Poverty training.

**2.23 Full time Site Coordinator will be hired a minimum of 220 days:** The Site Coordinator's contract is 220 days annually starting on July 1. Seventy percent of the Coordinator's time will be spent on facilitating the daily program and 30% will be spent on tracking data, outreach, recruiting, attending meetings and trainings. The Coordinator's schedule during regular programming is 10:00 AM to 6:00 PM daily.

**2.24 Maintains a staff to student ratio of 1:15:** The Site Coordinator monitors the staff to student ratio of 1:15 in the morning and in the after school program. Our current program has two certified teachers and two instructional assistants daily with an average daily attendance of 45 students in the after-school program and 15 in the morning program.

**2.25 Staffing Chart:**

<b>Position</b>	<b>Responsibilities</b>	<b>Qualifications</b>
<b>District Director</b>	Oversight of grant; Supervise site coordinator; Attends required trainings and conferences	Bachelor's Degree; District level employee
<b>Site Coordinator</b>	Facilitates day to day programming; Provides leadership, supervision and training for staff; Conducts outreach to families and communities; Attends staff meetings and T2T instructional sessions; Tracks data and prepares reports Recruits students, parents and staff Attends 21st Century conferences and training	Bachelor's Degree; Experience working in after-school or community program; Knowledge of community resources
<b>Teacher</b>	Provides tutoring and homework help for students; Makes referrals; Assesses learning and mastery of content and standards	Bachelor's Degree; Teacher Certification
<b>Instructional Assistant</b>	Assists the teachers with instruction and supervision	42 college credit hours and/or pass the Paraeducator assessment

**2.26 At least two staff trained in CPR/First Aid and at least one available each day:**

The Site Coordinator ensures two staff members are trained in CPR/First Aid and at least one is available for programming each day. The Site Coordinator is certified through the Red Cross. All staff receive medication administration training and complete required Safe Schools videos for basic first aid training.

**2.27 Vetting process for staff and volunteers:** All program staff and adult volunteers/mentors must meet district employment criteria to include: an application, physical exam, and Federal crime check. The program follows the Equal Employment Opportunity Act and provides accommodations for individuals with disabilities. The Site Coordinator is evaluated annually by the Program Director. The Site Coordinator must implement the program with integrity and fidelity. All after school program staff must

meet regional and state training requirements as well as ongoing school and district embedded professional learning.

**2.28 PD Plan with topics and timeline:** Program Orientation/Training for all program staff is in August. The KY Out of School Alliance will provide a professional training workshop in August for staff members on creating high interest activities for students. Teachers and Instructional Assistants will attend ACT Prep training workshops in the fall and spring semesters. A Ruby Payne Emotional Poverty workshop will be held in the fall for all staff; and a Social Emotional Learning workshop for all staff will be held in the spring.

**2.29 Joint planning PD process between program and school staff:** The Site Coordinator attends weekly Teacher2Teacher (T2T) professional learning meetings as well as high school administrative and faculty meetings. The purpose of the Site Coordinator's attendance at these meetings is to discuss what the program is currently offering, to collaborate with school staff, and to gather input on what supports the students and staff need. The feedback gathered is used to plan future joint professional development for high school and program staff. Additionally, the Site Coordinator meets with the EL and migrant staff to plan specific PD designed to impact the EL population and its teachers.

**2.30 Program staff will attend all required state-level trainings.**

State Level Training	Attendees
Level 1 Orientation (2 days)	Site Coordinator and Program Director
APlus Data (1 Day)	Data entry staff and back-up
Multi-State Conference annually (3 days)	Site Coordinator, Program Director, Co-Applicant, Teacher
Level II Training (2 days)	Site Coordinator and Program Teacher
Extending Excellence for Continuous Improvement	Site Coordinator and Program Teacher



**2.31 Summer program activities are age appropriate:** Capstone “Summer Blitz” encompasses two weeks annually in June for high school students in grades 9-12. The summer program will include a College and Career Readiness Camp, rotation through the Tech School, as well as a “Hello High School” transition program for incoming freshmen. Additionally, there will be a reading and math “blitz” during the summer program that focuses on common reading and math deficiencies. Assessment data gathered throughout the school year will be used to personalize the curriculum for the attendees. Similar data will be used for incoming 9th graders to design a “high school readiness” program to ensure they have the necessary skills to succeed in high school. Prior to the end of the school year, students will be asked to provide a list of books they are interested in reading during the program. With funds from another grant program, the high school will purchase at least one of the books for each student to use during the reading focus of the “Summer Blitz.”

**2.32 Meets the required weeks of summer programming:** The Capstone “Summer Blitz” program will be offered for two weeks in June for a minimum of 32 hours. Students will attend from 8:30-12:30 four days each week for a total of 32 hours. In the past three summers the program was held in June and exceeded the required hours of programming due to academic needs of the attendees.

**2.33 Meets the required days and hours per week:** Summer programming during Week One = (4 days) Monday-Thursday from 8:30-12:30 and will be a rotation through the Tech School and College/Career Readiness Camp.

Week Two = (4 days) Monday through Wednesday is a Math/Reading Blitz from 8:30-12:30 and Freshmen Orientation, “Hello High School,” is from 8:00-1:00 on Thursday.

**2.34 Summer schedule that reflects 1.25 hours of reading and 1.25 hours of math instruction: N/A** (per KDE consultant, this is for elementary schools only)

### **Part III: Management of Plan**

**3.1 Program offers services a minimum of 12 hours per week, with a minimum of four days per week, and three hours per day:** The 21st CCLC offers services during the school year from Monday through Friday from 7:00-8:00 AM and Monday through Thursday from 3:00-5:00 PM for 145 days. We also offer four weekend Second Chance Intersessions and two weeks of summer programming. The regular school day program begins within three weeks from the opening day of school and concludes two weeks prior to closing day.

**3.2 Capacity and experience operating out of school program:** Prior to the 21st CCLC grant award in 2015, there were no academic and limited enrichment activities offered after school. Our current 21st CCLC program has operated successfully for the past four years with an increase yearly in the number of regular attendees (from 53 in 2015-16 to 79 in 2018-19). The school's population is 650 students. The program served 447 total students last year, with 79 regular attendees (attending for 30 or more days). Additionally, our middle school is currently operating a successful 21<sup>st</sup> CCLC.

**3.3 Available resources:** Our current 21st CCLC has a Site Coordinator, teachers for tutoring and homework help, staff for enrichment activities, an Advisory Council, Co-Applicant, and established community partners. Located on our campus is the Webster County Area Technology Center which serves as our Co-Applicant, and our middle school 21st CCLC with whom we share program transportation costs.

Our school has provided a Chromebook for each student to use at school and home. Students will use their Chromebooks during the program to interact with course specific content through Google Classroom and other teacher designed curricula. They may

also access a variety of educational programming such as Edgenuity, ACT Prep, and NewsELA.

**3.4 Process to include students in private schools:** The CCLC Director, in collaboration with the district's Director of Pupil Personnel (DPP), identifies students enrolled in private/home schools. The DPP consults with students and parents when a child is withdrawn to a private or home school to inform them of the 21<sup>st</sup> CCLC after-school program option. A letter is mailed to each family annually informing them of our after-school programs and services. Additionally, program information is included on all school and district social media sites.

**3.5 Process to include students with disabilities:** Students with disabilities are one of our proposal's target populations. Program activities will accommodate individuals with special needs and provide appropriate modifications as noted in the student's IEP or 504 Plan. The Site Coordinator identifies students for the program through a variety of means. The Coordinator reviews weekly Infinite Campus grade reports and collaborates with the Special Education staff during their weekly "Check and Connect" time to gather specific academic remediation information on students. Finally, the Coordinator makes a referral process available for all teachers to refer students to the program based on identified needs with a specific emphasis on our target populations.

**3.6 Facilities description:** Tutoring and homework help will be offered in the high school library, which has 32 Mac computers and 15 tables. The core content teachers will also provide tutoring in classrooms for students who are failing. Our high school cafeteria provides a Smart Snack for students participating in after school activities. Our high school gym is used for enrichment activities that require a large space and/or physical activity. We partner with our middle school 21<sup>st</sup> CCLC located on our campus to share transportation costs and to use their gym facilities if needed. The Art classroom has five ovens and cooktops that are used for Cooking Club. The Science classroom

labs as well as the Tech School located on our campus may be used for STEM activities. The high school also accommodates the four weekend Second Chance Intersessions and the summer program.

**3.7 Facility is safe, accessible, and meets ADA requirements:** The 21st CCLC program is located at the high school, which meets ADA requirements and promotes a safe and orderly learning environment for all students and family participants. All exterior doors remain locked and visitors can only enter if the secretary buzzes them in. All students sign in and out for both morning and after school activities to ensure appropriate supervision by program staff. Transportation is provided by district school buses and drivers, which meets required safety standards.

**3.8 Safety procedures and shared emergency readiness plan:** The Site Coordinator, teachers, and volunteers have access to the high school's emergency plans and evacuation/drill routes that are posted throughout the building. The school's administrative staff and district safety coordinator, in collaboration with district transportation staff, local sheriff's department, and first responders update high school safety procedures and emergency operations plans yearly. The plan is shared with all students, staff, and parents and is available on the district website.

**3.9 Timeline for practicing drills (fire, tornado, lock-down, earthquake, etc.):** A fire, tornado, and earthquake drill will be performed monthly to coordinate with the high school's established drill schedule that complies with state and federal regulations. A lock down drill is performed at the start of each semester.

**3.10 Snacks/meals meet USDA National School Breakfast/Lunch Program:** The Food Service Director provides daily "Smart Snacks" for students in the after school program. Students who attend the morning program have access to the free breakfast line. All students in our district receive free breakfast and lunch. All student snacks follow the USDA National School Breakfast and Lunch Program guidelines. Menus are

posted in the cafeteria and are available on the school and district websites.

**3.11 Student travel to/from the program:** Transportation is provided for program students. Transportation costs are shared with the middle school 21st CCLC located on our campus. Students are bussed to the four elementary schools in the district for afternoon drop off. For weekend Intersessions and summer programming, busses pick up and drop off students at the four local elementary schools. Our high school is located in a rural area and transportation is, therefore, a critical piece of our program's success. The majority of the students who participate in the program are only able to stay because transportation is provided.

#### **Part IV: Collaboration and Partnerships**

**4.1 Co-applicant agreement:** Attached is our Tech School Co-Applicant agreement that outlines partnership and lists specific contributions/support.

**4.2 Partnership agreements are attached:** Our signed partnership agreements include Chamber of Commerce, Madisonville Community College, Henderson Community College, Teen Challenge, True Blue Drug Free Community, Extension Office, and Youth Service Center.

**4.3 Membership and role of the Advisory Council:** Membership includes: Program Director, Site Coordinator, Principal, Assistant Superintendent and Director of Secondary Education, two program teachers, two parents, two students, Tech School Principal (co-applicant), Teen Challenge representative, and Chamber of Commerce representative. The Advisory Council meets monthly to discuss partnership roles, student progress, parent skill building and engagement activities and the sustainability plan.

**4.4 Advisory Council involved in the development of the application:** Three members of the Advisory Council (Site Coordinator, Program Director, Assistant Superintendent and Director of Secondary Education) were directly involved in the

writing of the proposal as members of the grant writing team. The Advisory Council also reviewed the proposal and members provided input at their October 2019 meeting.

## **Part V: Evaluation**

**5.1 Lead person for data collection:** The Site Coordinator is responsible for collecting all program data and entering it into CAYEN, the 21st CCLC data tracking system. The Coordinator also receives confidentiality training annually and attends all required CAYEN and other 21<sup>st</sup> CCLC program trainings.

**5.2 Multiple sources of data:** Data sources include Infinite Campus for attendance and discipline, KPREP and ACT State assessments, classroom formative assessments, KDE's School Report Card, student and parent needs assessment surveys, and input from town hall style meetings.

**5.3 Timeline for data collection:** In August students are registered in the CAYEN 21st CCLC data tracking system. Attendance is logged in CAYEN weekly for all program attendees. All staff, partners, funding sources and activities are entered into CAYEN as well as families who participate in skill building activities.

In August, the Coordinator and program staff collect and analyze student KPREP and ACT data from the previous year to target students not meeting benchmarks. We also administer and analyze parent and student interest surveys to determine enrichment and parent and family engagement and skill building activities.

Grade reports are run every 4.5 weeks and students who are failing are invited to attend Second Chance Intersessions.

In May, Math and English grades and absences for regular attendees are entered into CAYEN. We also run a student grade report for each of the four grading periods. Upon review, students who are failing are invited to weekend Second Chance Intersessions.

**5.4 Data is used to strengthen/revise the program:** By entering program

activity attendance into CAYEN, program staff can determine which enrichment activities are of the greatest interest to students. Activities are adjusted based on interest surveys and attendance data. We can also determine if frequency in attendance correlates to grades. If grades are not improving, the tutoring program will be revised to address needs reflected in the data. Academic data (e.g., ACT, KPREP, classroom formative assessments) is analyzed to determine if progress is being made and the effectiveness of the academic program.

**5.5 How results will be disseminated to stakeholders:** The Coordinator prepares a progress/status report on overall student academic progress, enrichment activity attendance data as well as family skill building activities data and shares with school staff during faculty meetings and T2Ts. Results are also shared with the Advisory Council at a council meeting, with the Board of Education at a regular board meeting and with community members at town hall style meetings (e.g., Supt2Community, Council of Councils, etc.).

**5.6 Strategies to address students not making progress:** The Site Coordinator makes weekly phone calls to parents/guardians of students not making progress. The Coordinator conducts individual conferences with the students and program teachers. The Site Coordinator collaborates with classroom teachers to develop an individual plan in Google Classroom for the student. Additionally, the Coordinator will collaborate with the Youth Service Center to coordinate student/family contacts to assist with removing barriers to academic achievement.

## **Part VI: Budget**

**6.1 Funds used to supplement and not supplant:** The continuation grant will continue to use funds for the operation of the 21st CCLC and will not be used to supplant existing programs and activities. Primarily, the \$100,000 budget per year for the first three years of the continuation grant and \$95,000 budget for years 4 and 5 will

be used to pay for transportation, the Site Coordinator, and program staff. (See budget detail for additional information)

**6.2 Separate accounting of funds:** The school district's Director of Finance maintains a separate 21st CCLC account in the state mandated MUNIS accounting system. The Director of Finance reconciles project records and sends a monthly MUNIS report to the Program Director and Site Coordinator. All expenditures and travel expenses require prior approval by the Site Coordinator and Program Director prior to submission to the Director of Finance for payment. The district's finances are subject to external audit annually.

**6.3 Plan for tracking staff time and effort:** All program staff, including transportation staff, maintain weekly time and effort sheets that are approved by the Site Coordinator. Approved timesheets are turned in bi-monthly to the Director of Finance for distribution of pay. The Site Coordinator maintains a monthly time and effort log that is submitted to the Program Director.

**6.4 Demonstrates financial capacity to manage a program:** The school district, which is our fiscal agent, is responsible for maintaining multiple Federal and State grants annually and adheres to all reporting requirements for them. The current 21st CCLC has maintained a balanced budget for the past four years of operation. The Site Coordinator meets monthly with the school principal to review financial records and monitor program compliance with all federal guidelines. Financial reports are provided monthly to the Advisory Council. The Program Director provides quarterly updates to the school district's Resource Efficiency Team for additional oversight.

**6.5 Preliminary sustainability plan:** A \$3,000,000 Webster County Kids2College Endowment has been established by community partners to provide opportunities for graduates to attend college tuition free for two years. These same partners are represented on our 21st CCLC Sustainability Team. The team is comprised of the



Site Coordinator, Principal, Director, Co-Applicant, and representatives from program teachers, parents, students and community partners. The cost to maintain our current level of programming is \$153.00 per student. Community partners have agreed to consider sponsoring a number of regular attendees. Our current level of in-kind contributions made by the Board of Education totals \$32,818 annually and the Board plans to maintain this level of support.

The \$100,000 per year of continuation funding primarily provides a Site Coordinator, teachers for tutoring and transportation—all of which are essential for program success. The Sustainability Team will continue to seek sponsorships and new funding sources including grants and alternative funding options (e.g., individual sponsors, churches, local businesses, etc.).

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# BUDGET SUMMARY

Budgeted items are only proposed amounts and subject to final KDE review and approval.

Budget Category	Year One (2020-2021) School Year		Year Two (2021-2022) School Year		Year Three (2022-2023) School Year	
	Amount Requested	**In-Kind	Amount Requested	**In-Kind	Amount Requested	**In-Kind
<b>School Personnel</b>	67,000	20,158	67,000	20,158	67,000	20,158
<b>Summer Personnel</b>	1,200		1,200		1,200	
<b>Fringe Benefits</b>	19,000		19,600		19,800	
<b>Travel</b> (program staff)	1,500		1,500		1,500	
<b>Equipment</b>	400	4,700	0	4,700	0	4,700
<b>Supplies &amp; Materials</b>	2,393.70	7,960	2,293.70	7,960	2,093.70	7,960
<b>Adult Skill Building</b> (1% of grant funds yearly)	350		350		350	
<b>Contractual</b>	800		800		800	
<b>Indirect Cost</b> (LEAs must use district restricted rate, CBOs & FBOs use 8% or less)	0		0		0	
<b>Summer Materials &amp; Supplies</b>	300		300		300	
<b>Transportation</b> (School Year, Summer, Field Trips)	6956.30		6956.30		6956.30	
<b>Other</b> (specify)						
<b>Volunteers</b>	N/A					
<b>Yearly Totals</b> (Grant and In-Kind Funds)	100,000	32,818	100,000	32,818	100,000	32,818

Grants funds cannot be used to purchase facilities or support new construction.